

# Learning approach and achievement

## Unexpected insights from a project asking the question:

*“Is more always better?”*

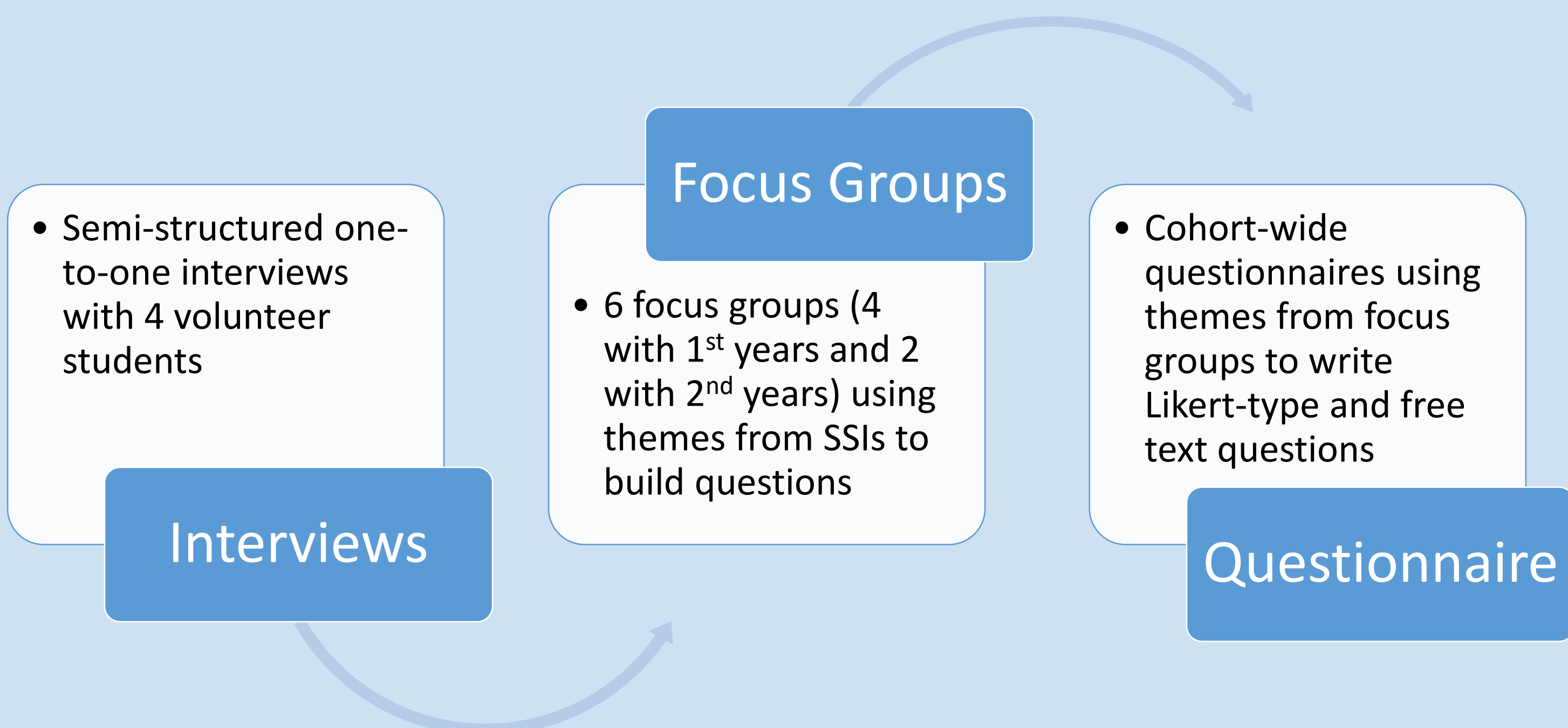


Alison Reid, Karen Noble, Denis Duret



**Aim** – evaluate the impact of extra live-recorded lectures on learning skills and wellbeing in 1<sup>st</sup> and 2<sup>nd</sup> year BVSc students

**Methodology** – mixed methods



## Results

- Students accurately identify as poor, average and good learners, when compared to their achievement.
- Students undertaking > 10 hours of self-study achieve higher results than those undertaking < 10 hours (P=0.005)
- 83% of students agree that workload is a cause of stress.
- Lower achieving students are more likely to consider their workload excessive (P=0.001)
- Lower achieving students are more likely to acknowledge experiencing increased feelings of depression and anxiety since beginning university (P=0.01)
- Lower achieving students are more likely to perceive pressure from staff (P=0.000) and peers (P=0.004) to work long hours.
- Lower achieving students are more likely to view lots of resources as a source of pressure (P=0.029)
- 80% of students do not think that recorded lectures reduce their workload.
- Lower achieving students are more likely to limit their study to use of recorded lectures (P=0.019) and to consider that all the information they need to know is in the recorded lecture (P=0.02).
- 25% of students ignore a learning outcome if it is not covered in the recorded lecture!

## Data analysis

Numerical data

- Correlations identified using Spearman's rho.
- ANOVA performed to identify significant differences between groups

Transcription and free text data

- Framework analysis

If a high perceived workload reduces achievement<sup>1</sup>, and surface learning reduces achievement<sup>2</sup>, what is the effect of providing “back-up” live-recorded lectures on struggling students?

## Emergent FG themes

- Active learning
  - I like to use it as an active learning tool, where I test myself using it*
- Intelligent use
  - [If there's] a section in lecture notes I don't understand, I'll go back and find 10 minutes of that one*
- Safety net
  - If there's something I've missed it's not the end of the world because I can go back and get it*
- Supporting need
  - I'm going to be missing lectures...for physio and things and it's an absolute godsend*

## Conclusions

RLs are a valuable resource to support students with varying learning preferences, and are viewed by most as an essential safety net for times of need. Many students use RLs efficiently, intelligently and actively alongside diverse learning methods. This does not hold true for struggling students, however, and teachers must consider ways to guide students' use of resources to ensure workload is managed and crucial independent learning skills are developed.

1. Yeh, YY. and Wickens, C.D., 1988. Dissociation of performance and subjective measures of workload. *Human Factors*, 30(1), pp.111-120.  
2. Trigwell, K. and Prosser, M., 1991. Improving the quality of student learning: the influence of learning context and student approaches to learning on learning outcomes. *Higher education*, 22(3), pp.251-266.

